

## Comprehensive Language Assessments 2021-22 School Year

Test	Description	Age Range
<b>CASL-2</b> Comprehensive Assessment of Spoken Language Second Edition	Measures the oral language processing skills of comprehension and expression across four categories: Lexical/Semantic, Syntactic, Supralinguistic, and Pragmatic	3-21
<b>CELF P:2</b> Clinical Evaluation of Language Fundamentals® Preschool-2 (CELF® Preschool-2)	Assesses aspects of language necessary for preschool children to transition to the classroom	3.0 – 6.11
<b>CELF P: 3</b> now available (September 2020) Clinical Evaluation of Language Fundamentals® Preschool-3 (CELF® Preschool-3)	Assesses aspects of language necessary for preschool children to meet the language demands of the classroom.	3.0 – 6.11
<b>CELF-5</b> Clinical Evaluation of Language Fundamentals   Fifth Edition	CELF-5 provides clinicians with a streamlined, flexible battery to assess semantics, morphology, syntax, and pragmatics for students ages 5-21. CELF-5 features structured and authentic tests of language ability (including observational and interactive measures) for a complete picture of students' language skills.	5-21
<b>LCT-A:NU</b> Listening Comprehension Test– Adolescent: Normative Update	The LCT-A: NU evaluates a student’s abilities in specific listening comprehension skills. Teachers can use the results to help students improve their skills and behaviors in both the classroom and in everyday listening situations. There are five subtests: Main Idea, Details, Reasoning, Vocabulary and Semantics, and Understanding	12.0 to 17.11

	<p>Messages. Students are required to (a) pay careful attention to what they hear, (b) listen with a purpose in mind, and (c) remember what they hear well enough to think about it. Students must also avoid being impulsive in giving answers, and they must express answers verbally. The test can be used to identify students who have specific language impairments, plan interventions, and represent listening comprehension in research studies.</p>	
<p><b>LCT-2</b> The Listening Comprehension Test 2</p>	<p><i>The Listening Comprehension Test 2</i> assesses listening through natural classroom situations. The tasks reveal students' strengths and weaknesses in integrated language problem-solving reasoning, and comprehension of material presented auditorily. Because listening (receiving, attending to, interpreting, and responding to verbal messages) is critical for classroom success, each subtest requires students to pay attention to what they hear, listen with a purpose in mind, avoid giving impulsive answers, and express answers verbally. The test closely models the types of listening required in a classroom; students must determine what part of the message needs immediate attention, organize and understand the input, and plan appropriate express answers verbally.</p> <p>The test closely models the types of listening required in a classroom; students must determine what part of the message needs immediate attention, organize and understand the input, and plan appropriate responses. In order to respond, the student must integrate vocabulary, syntax and morphology, phonology, and thinking.</p> <p><i>The Listening Comprehension Test 2</i> is composed of 5 subtests:</p> <ul style="list-style-type: none"> <li>● Main Ideas</li> <li>● Details</li> </ul>	<p>6.0-11.11</p>

	<ul style="list-style-type: none"> <li>● Reasoning</li> <li>● Vocabulary</li> <li>● Understanding Messages</li> </ul>	
<p><b>LPT-3</b> Language Processing Test 3 Elementary</p>	<p>Use the LPT 3 Elementary to diagnose language processing disorders. The test evaluates the ability to attach increasingly more meaning to information received to then formulate an expressive response. The skills evaluated are discrete and carefully controlled, beginning with simple tasks and progressively increasing the language processing demand placed upon the student. This hierarchical approach ensures evaluation of prerequisite skills for increased processing demand. There are two pretests and six subtests. Each subsequent sub-test builds on the skills previously evaluated. The test items are valid clinical indicators of the ability to attach meaning to language.</p> <p>LPT 3 Elementary contains 2 pretests and 6 sub-tests:</p> <ul style="list-style-type: none"> <li>● Pretest 1: Labeling</li> <li>● Pretest 2: Stating Functions</li> <li>● Subtest A: Associations</li> <li>● Subtest B: Categorization</li> <li>● Subtest C: Similarities</li> <li>● Subtest D: Differences</li> <li>● Subtest E: Multiple Meanings</li> <li>● Subtest F: Attributes</li> </ul>	5.0-11.11
<p><b>OWLS-II</b> Oral and Written Language Scales, Second Edition</p>	<p>The OWLS-II evaluates four language processes on four separate scales: Listening Comprehension, Oral Expression, Reading Comprehension, and Written Expression. Each of these scales</p>	3-21

	<p>assesses four linguistic structures: ● Lexical/Semantics</p> <ul style="list-style-type: none"> <li>● Syntax</li> <li>● Pragmatics</li> <li>● Supralinguistics</li> </ul> <p>Because it looks at the same linguistic structures across four distinct language processes, the OWLS-II provides an unusually detailed, coherent, and integrated assessment. Although its four scales can be used separately, together they give you a comprehensive score profile that pinpoints language delays, identifies strengths and weaknesses in all areas, and guides intervention.</p>	
<p><b>PLS 5</b> Preschool Language Scales   Fifth Edition</p>	<p>PLS™-5 Preschool Language Scales Fifth Edition offers a comprehensive developmental language assessment with items that range from pre verbal, interaction-based skills to emerging language to early literacy.</p>	<p>Birth-7:11</p>
<p><b>RESCA-E</b> Receptive, Expressive &amp; Social Communication Assessment-Elementary</p>	<p>The RESCA-E assesses multiple functional language and social communication skills in children (ages 5-12) with one comprehensive assessment! Nine core subtests (and five supplemental subtests) present tasks ranging from basic naming (vocabulary) to advanced inference skills to accommodate a wide range of abilities.</p> <p><b>RECEPTIVE</b> Three core subtests target receptive language at the word, sentence, and narrative levels:</p> <ul style="list-style-type: none"> <li>● Comprehension of Vocabulary</li> <li>● Comprehension of Oral Directions</li> </ul>	<p>5-12</p>

	<ul style="list-style-type: none"> <li>● Comprehension of Stories and Questions</li> </ul> <p>Two supplemental subtests provide more detailed information:</p> <ul style="list-style-type: none"> <li>● Comprehension of Basic Morphology and Syntax</li> <li>● Executing Oral Directions</li> </ul> <p><b>EXPRESSIVE</b></p> <p>Three core subtests target expressive language at the word, sentence, and narrative levels (with and without picture support):</p> <ul style="list-style-type: none"> <li>● Expressive Labeling of Vocabulary</li> <li>● Expressive Skills for Describing and Explaining</li> <li>● Narrative Skills</li> </ul> <p>One supplemental subtest provides more detailed information:</p> <ul style="list-style-type: none"> <li>● Expressive Use of Basic Morphology and Syntax</li> </ul> <p><b>SOCIAL COMMUNICATION</b></p> <p>Three core subtests target social-language knowledge: matching oral messages to emotions, answering inferential questions, and using social language across situations:</p> <ul style="list-style-type: none"> <li>● Comprehension of Body Language and Vocal Emotion</li> <li>● Social and Language Inference</li> <li>● Situational Language Use</li> </ul>	
<p><b>TILLS</b> Test of Integrated Language &amp; Literacy Skills</p>	<p>The Test of Integrated Language &amp; Literacy Skills™ (TILLS™) is the reliable, valid assessment professionals need to test oral and written language skills in students ages 6—18 years. TILLS is a</p>	<p>6-18</p>

comprehensive, norm referenced test that has been standardized for three purposes:

- To identify language/literacy disorders
- To document patterns of relative strengths and weaknesses
- To track changes in language and literacy skills over time

To achieve these purposes, TILLS is constructed to allow you to derive scores for identifying, tracking, and profiling a student's strengths and weaknesses and interpreting the results to support decisions about what to do next.

***15 Extensively Researched Subtests***

*The TILLS assessment is all professionals need to capture the complete picture of students' oral and written language skills. TILLS is composed of 15 subtests that allow examiners to assess and compare students' language-literacy skills at both the sound/word level and the sentence/discourse level across the four oral and written modalities— listening, speaking, reading, and writing.*

***Curriculum Relevant***

*TILLS measures integrated language-literacy abilities that reflect the complex language and literacy demands of the general education curriculum.*

**Strong Specificity and Sensitivity**

	<p>TILLS tested both sensitivity and specificity across the full age range covered by the test. In the manual, diagnostic accuracy data are broken down into nine different “age bands” meaningful to the development of language and literacy skills. Sensitivity ranges from 81% to 97%, and specificity ranges from 81% to 100%.</p>	
<p><b>TNL-2</b> Test of Narrative Language– Second Edition</p>	<p>The Test of Narrative Language–Second Edition (TNL-2) is a norm referenced test that measures children’s narrative language abilities (i.e., children’s ability to understand and tell stories). Narration is an important aspect of spoken language (not usually measured by oral language tests) that provides a critical foundation for literacy. The TNL-2 enables clinicians to assess important aspects of narrative language without having to transcribe children’s stories – saving hours of transcription time. TNL-2 provides a valid and reliable metric of narrative language development and is a natural complement to other standardized tests that use contrived formats to assess components of oral language. It is especially useful for diagnosing language-based learning disabilities. Features of the TNL-2</p> <p>The TNL-2 is a:</p> <ul style="list-style-type: none"> <li>● functional assessment of narrative comprehension and narrative production.</li> <li>● dynamic assessment in which comprehension and production tasks are alternated so children have the opportunity to profit from adult narrative models.</li> <li>● measure of the ability to comprehend and produce three types of stories: a script, a personal narrative, and a fictional narrative.</li> <li>● system for scoring oral narratives that does not require clinicians</li> </ul>	<p>4.0 to 15.11</p>

	<p>to transcribe the stories.</p> <ul style="list-style-type: none"> <li>• normative test with clear, well-organized norms tables and administration procedures, as well as an easy-to-use record form.</li> <li>• fair and equitable assessment of narrative discourse for all children.</li> </ul>	
<p><b>TOLD P:5</b> Test of Language Development– Primary: Fifth Edition</p>	<p>The TOLD-P:5 assesses spoken language in young children. It is well constructed, reliable, practical, research-based, and theoretically sound. Professionals can use the TOLD-P:5 to (1) identify children who are significantly below their peers in oral language proficiency, (2) determine their specific strengths and weaknesses in oral language skills, (3) document their progress in remedial programs, and (4) measure oral language in research studies.</p> <p><b>Subtests and Composites</b></p> <p>The TOLD-P:5 has six core subtests and three supplemental subtests which measure various aspects of oral language are described below. The results of these subtests can be combined to form composite scores for the major dimensions of language: semantics and grammar; listening, organizing, and speaking; and overall language ability.</p> <p><b>Core Subtests</b></p> <p><b>Picture Vocabulary</b> - measures a child's understanding of the meaning of spoken English words (semantics, listening)</p> <p><b>Relational Vocabulary</b> - measures a child's understanding and ability to orally express the relationships between two spoken</p>	<p>4-0 to 8-11</p>



	<p>stimulus words (semantics, organizing)</p> <p><b>Oral Vocabulary</b> - measures a child's ability to give oral definitions to common English words that are spoken by the examiner (semantics, speaking)</p> <p><b>Syntactic Understanding</b> - measures a child's ability to comprehend the meaning of sentences (grammar, listening) 5.</p> <p><b>Sentence Imitation</b> - measures a child's ability to imitate English sentences (grammar, organizing)</p> <p><b>Morphological Completion</b> - measures a child's ability to recognize, understand, and use common English morphological forms (grammar, speaking)</p> <p><b>Supplemental Subtests</b></p> <p><b>Word Discrimination</b> - measures a child's ability to recognize the differences in significant speech sounds (phonology, listening)</p> <p><b>Word Analysis</b> - measures a child's ability to segment words into smaller phonemic units (phonology, organizing)</p> <p><b>Word Articulation</b> - measures a child's ability to utter important English speech sounds (phonology, speaking)</p>	
<p><b>TOLD I:5</b></p> <p>Test of Language Development– Intermediate: Fifth Edition</p>	<p>The TOLD-I:5 assesses spoken language in intermediate-age students. It is well constructed, reliable, practical, research based, and theoretically sound. Professionals can use the TOLD-I:5 to (a) identify students who are significantly below their peers in oral language proficiency, (b) determine their specific strengths and weaknesses in oral language skills, (c) document their progress in remedial programs, and (d) measure oral language in research studies.</p>	<p>8-0 to 17-11</p>

### **Subtests and Composites**

The TOLD-I:5 has six subtests that measure various aspects of oral language. The results of these subtests can be combined to form composite scores for the major dimensions of language: semantics and grammar; listening, organizing, and speaking; and overall language ability.

#### **Subtests**

**Sentence Combining** – measures the ability to combine two to five short, simple sentences into one complex or compound sentence while retaining all the meaning expressed in the short sentences (grammar, speaking)

**Picture Vocabulary** – measures the ability to understand the meanings of spoken two-word phrases (semantics, listening) 3.

**Word Ordering** – measures the ability to construct a meaningful sentence from a set of words presented orally in a random sequence (grammar, organizing)

**Relational Vocabulary** – measures the ability to identify the abstract relationship existing among a set of spoken words (semantics, organizing)

**Morphological Comprehension** – measures the ability to recognize ungrammatical spoken sentences (grammar, listening)

**Multiple Meanings** – measures the ability to provide different meanings for spoken stimulus words (semantics, speaking)

	<p><b>Normative Scores</b></p> <p>The TOLD-I:5 yields four types of normative scores: age equivalents, percentile ranks, subtest scaled scores, and composite indexes. Percentiles provide the examiner with an index that is easily understood by parents and others with whom the test results are to be shared. Subtest scaled scores are based on a distribution having a mean of 10 and standard deviation of 3. Composite indexes are based on a distribution having a mean of 100 and standard deviation of 15. Age equivalents are indexes of relative standing that translate subtest raw scores to what are commonly termed language ages</p>	
<p><b>TELD-4</b></p> <p>Test of Early Language Development– Fourth Edition</p>	<p>The TELD-4 is a highly reliable and valid measure of spoken language in children ages 3 years 0 months through 7 years 11 months. Like the previous edition, the test yields Receptive Language and Expressive Language subtest index scores, as well as a Spoken Language index score. All users now have access to the new optional PC-, Mac-, Chromebook-, and tablet-compatible TELD-4 Online Scoring and Report System via activation codes included in each package of TELD-4 Examiner Record Booklets. This system is a quick, efficient tool for (a) entering test session data; (b) converting subtest item scores or total raw scores into scaled scores; (c) generating composite index scores, percentile ranks, and upper and lower confidence intervals; (d) comparing TELD-4 scores to identify significant intraindividual differences; and (e) obtaining a score summary or narrative report.</p>	<p>3-0 to 7-11</p>

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